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BE A WOMAN.

BY PROF. EDWARD BROOKS.

[This little poem, published anonymously in 1857, has ever since been floating hither and thither on the tide of popular favor. It has even crossed the ocean, and found a lodgment in the hearts of the mothers and daughters of England:]

Oft I've heard a gentle mother,
As the twilight hours began,
Pleading with a son, of duty,
Urging him to be a man;
But unto her blue-eyed daughter,
Though with love's words quite as ready,
Points she out this other duty:
"Strive, my dear, to be a lady."

What's a lady? Is it something
Made of hoops and silks and satin,
Used to decorate the parlor,
Like the fancy mats and chairs?
Is it one who wastes on novels
Every feeling that is human?
It's this to be a lady,
"Tis not this to be a woman.

Mother, then, unto your daughter
Speak of something higher far—
Than to be mere fashion's lady—
Woman is the brightest star.
If you in your strong affection
Urge your son to be a true man,
Urge your daughter no less strongly
To arise and be a woman.

Yes, a woman—brightest model
Of that high and perfect beauty
Where the mind and soul and body
Blend to work out life's great duty.
Be a woman! night is higher
On the gilded list of fame;
On the catalogue of virtue
There's no brighter, holier name.

Be a woman, on to duty!
Raise the world from all that's low:
Place high in the social heaven
Virtue's fair and radiant bow;
Lend thy influence to each effort;
That shall raise our nature human;
Be not fashion's gilded lady—
Be a brave, whole-souled, true woman!

Educational Notes.

HEIDELBERG UNIVERSITY last year matriculated 803 students, of whom 32 were from America.

EX SENATOR DOOLITTLE, of Wis., has been installed president *pro tem.* of the Chicago University, to which he is only to give one day in a week.

PROF. P. A. CHADBOURNE, of Williams-town, has been appointed a member of the Massachusetts Board of Agriculture, in place of the late Prof. Agassiz.

REV. GEO. W. WEBSTER, late Professor of Moral and Intellectual Philosophy in Middlebury (Vt.) College, has been elected President of the institution.

The senior class at Yale College have unanimously elected Henry Hagar Hogan, of Tunis, N. Y., class orator, and George Darius Reed class poet.

An inter-collegiate base-ball tournament, to occur at the same time and place as the Regatta, is talked of. Yale, Princeton, and a large number of colleges favor it.

MISS MARIANNA GIBBONS, a graduate of the Millersville Normal School in the Classical Course, has published a very interesting story in the Christmas number of the Philadelphia *Press*.

Mrs. WEBSTER, who has practiced medicine successfully for several years in New Bedford, has been appointed Professor of Hygiene and physician at Vassar College, in place of Prof. Avery, resigned.

A MOVEMENT has been begun in San Francisco toward the establishment of a School of the Mechanic Arts. Leading citizens have guaranteed the school an endowment of \$15,000 a year.

The New York *Commercial Advertiser* says: "A dubious compliment was unani-

evening by the Y. M. C. A., when they spoke of his "making plain things so difficult."

THE National Education Association met in Washington, last Thursday. President Andrew D. White, of Cornell University, delivered an address on "The True Policy of National and State Dealings with Advanced Education."

PRES. PORTER, of Yale, is solicitous in proposing sentiments. At a meeting of the Chicago Alumni last Friday night, the following dispatch from him was read: "Yale College—may she ever combine the stability of the East with the progressiveness of the West."

THE New York *Evening Mail* is guilty of this quip: "They say Tacitus has gone out of fashion in English colleges, while, among us, the Roman historian remains the guide, philosopher and friend of our classically-inclined young men. This may account for the taciturnity of our scholars."

THE Boston *Transcript* suggests that teachers be required by school committees and superintendents to utilize the centennial anniversaries, now opening upon us and to continue for some years, by arranging for every day, marked by an event in the last century, an exercise based on that event.

THE Pennsylvania *Normal Monthly* for January says: "Among our recent visitors at the Normal was our friend J. H. Michener. Although he teaches in New York, his speech and manner seem as true and honest as ever, and his smile is as bright and happy. He has not yet become a statesman."

PROF. PRENTICE has been transferred to the chair of modern languages and Hebrew in Wesleyan University, and his place as Olin Professor of Rhetoric and English Literature is filled by Prof. C. T. Winchester. The requirement for admission in Greek is raised to three books, instead of two, of the "Iliad."

PRESIDENT CHADBOURNE, of Williams College, says that the Professors of that College are receiving very inadequate salaries—the only thing which kept them there being their love for the College and its beautiful surroundings, and for their work. Williams has money enough to pay her incidental expenses, but very little for anything more.

THE First National Convention of Articulation Teachers of the Deaf and Dumb, employing Prof. A. Melville Bell's system of "visible speech," was held at Worcester on the 24th inst. Plans for the advancement of the system were discussed and measures taken for the establishment of a periodical devoted to the interests of "visible speech."

At the recent meeting of the Michigan Teachers' Association, Superintendent Curtis said that in 1872, 74 per cent. of Michigan teachers were women, receiving 35 per cent. of all the wages, while 26 per cent. were men, receiving 65 per cent. of the wages. Over a third of rural teachers are mere boys and girls under 20, without experience or training, who ought to be studying at school.

THERE are 55 pupils in attendance at the opening of the Mechanics' Evening School at Pittsburgh. The employment of the pupils is as follows: Carpenters, 17; machinists, 18; pattern makers, 8; civil engineers, 2; plumbers and gas fitters, 2; architects, 4; painters, 2; confectioners, 3; the several trades of blacksmith, car-builder, locksmith, landscape painter, dentist, harness maker and roller, have each one representative, while only 11 are not engaged in any particular work.

THE discouraging fact comes out in the message of the Governor of Rhode Island that, although the town expenditures for

school purposes have increased in the last ten years \$305,569, the average attendance is less by nearly a thousand scholars now than in 1863. There was an absolute decrease in attendance from 1860 to 1870, though the population increased nearly 43,000. The Governor attributes this decrease to the increase of private and evening schools, but the Providence *Journal* says that this isn't a sufficient cause.

THE following members of the class of '75 have been elected editors of the Yale Literary Magazine: J. W. Brooks, of New York; W. A. Fuller, of Belvidere, Ill.; Newell Martin, of Pekin, China; W. R. Richards, of Litchfield, Conn., and Charles Tillinghast, of Cincinnati, N. Y. Brooks is a son of the late James Brooks, and part owner of the New York *Express*; Tillinghast has taken the "Lit" medal, and Richards and Fuller have each taken composition prizes.

THE pupils and teachers of Wilbraham, (Mass.) Academy assimilated the following during the fall term of 13 weeks: Over 3 tons of sugar, 2 tons of butter, a quarter of a ton of coffee, 100 lbs. of flour, 6 tons of bacon, 150 pounds of tea, 1 ton of fresh fish, 100 gallons of oysters, 100 quarts of milk a day, 250 bushels of potatoes, and other vegetables in proportion. Just 1,000 pounds of hard and 200 lbs. of soft soap were used in keeping the institution clean and wholesome during 'his time.

THIS is the discipline to which Mrs. Mary Somerville, the astronomer, was subjected, when ten years old, at the school of Miss Primrose: "She was encased in stiff stays, with a steel busk in front, while hands drew her shoulders back till her shoulder-blades met. Then a steel rod, with a semicircle that went under the chin, was clamped to a steel busk; and thus tortured and confined she had to learn her lessons." She was "perfectly wretched," and at the end of a year wrote "bank-knot" for bank-note.

THE Committee on Rules of the Washington Board of School Trustees report that it is not prepared to hazard the expression of an opinion that corporal punishment is not sometimes necessary, and that its proper administration may not result in the best interests of the pupil so punished and of the schools. That this mode of punishment is much too often resorted to by young and inexperienced teachers, it does not gainsay, but that it should be absolutely and entirely prohibited it cannot.

ORTHCOMING revelations concerning the public schools of the city of Brooklyn will startle teachers and parents. We hope to be able to tell the story in the next number of the SCHOOL JOURNAL. All that we are permitted to say at present is this: That the stories of the sanitary condition of some of the larger schools is quite as bad as anything that has been told in relation to the worst school in New York, and that there are scandals afloat which prove the necessity of a thorough purgation. That is all for this week!

PROFESSOR GOLDWIN SMITH always means well—but he has an unfortunate habit of making "bulbs." In a speech delivered in an educational meeting in Manchester, England, on the 31st instant, he took occasion to defend Cornell University against the charge of irreligious tendencies, and maintained that the religious spirit of that institution was quite equal to that of Oxford—which was as much as to say that Cornell had no religion at all! But Professor Smith did not mean to say that—and if he had said it, it would not have been true, as everybody knows who knows anything about Cornell University.

THE total number of the alumni of Rochester University, in this State, since 1850, is 637, including 140 honorary graduates. Of the whole number, 53 are dead. In the list of the College faculty given are the following well-known names: Martin Anderson, LL. D., President and Professor of Intellectual and Moral Philosophy; Rev. Asaiah C. Kendrick, S. T. D., Professor of the Greek Language and Literature; Isaac F. Quanby, LL. D., Professor of Mathematics and Natural Philosophy; and Henry A.

Ward, A. M., F. R. G. S., Professor of the Natural Sciences.

THE West Point Military Academy holds its own. The semi-annual examination of the corps of cadets was finished on the 17th inst. Of the 148 cadets comprising the 1st, 2d and 3d classes, but one failed—a 3d class man. The number of failures in the 4th class, which comprises 110 cadets, were ten. This is regarded by the War Department as an unusually small number of failures in proportion to those examined. The reports from West Point show that this was due to the fact that the classes have, during the past academic year, been very studious, and not from any relaxation in the requirements by the Academy Board.

LOD DERRY, in distributing the prizes to the students of Liverpool College, made this sensible observation: "It is not mental labor which hurts anybody, unless the excess is very great, but rather fretting and fidgeting over the prospect of labor to be gone through. A man must accustom himself to take things coolly, and avoid hurry and nervous excitement by keeping well before-hand with what he has to do." Lord Derby thinks morning work better than night work, and that a man who cannot get through his day's labor without artificial stimulants had "better consider whether that kind of labor is fit for him at all."

IT is odd to find the proceeds of a dog-tax applied to educational purposes; but that is what it is proposed to do in Virginia. Hear what Superintendent Ruffner says in his last annual report: "The General Assembly, in the winter of 1871-2, passed an act authorizing the supervisors of any county to levy a tax on dogs for local school purposes, not exceeding \$1 on each dog. In forty-five counties the tax was levied and the sum of \$41,000 was obtained. But public sentiment had not been sufficiently enlightened to understand the propriety and importance of the tax, and it became necessary for the Assembly to repeal the act. But the time must come when these destructive animals will be heavily taxed."

THE next College Regatta in this country will take place on Saratoga Lake on Thursday, July 16. It was all settled in a convention of the College men held at Hartford, on the 21st instant. The following Colleges were represented in this conference.

College.	Delegates.
Amherst.	F. W. Whitbridge, G. M. Brewster.
Mass. Agricultural.	J. M. Benedict, E. P. Chandler.
Bowdoin.	J. K. Rose, F. D. Shaw.
Cornell.	J. H. Southard, J. P. Clark.
Dartmouth.	J. A. Allen, W. G. Eaton, Jr.
Harvard.	J. R. Davis, W. G. Goodwin.
Princeton.	A. Macandrew, D. Nicoll Stark.
Trinity.	J. D. McKenney, W. M. Stark.
Wesleyan.	J. P. Stone, D. Dorchester, Jr.
Williams.	J. Gunster, C. H. Hubbard.
Yale.	C. H. Terry, C. J. Cooke.

PROF. J. BASCOM, long the occupant of the chair of English Literature and Rhetoric in Williams College, was recently elected to (and accepted) the presidency of the Madison (Wis.) University. A correspondent of the Milwaukee *Daily News*, in writing of the appointment, compliments the regents of the University on the excellence of their choice, and adds: "John Bascom stands today in the foremost rank of Eastern scholars. His own researches and ideas, as well as his clear, concise, simple reasoning, has established his position among New England's thinkers. But it is in the class-room, where those who have been so fortunate as to have sat under his instruction, that he has won his greatest honor. His departure from Williams College will bring regret to every son of that venerable Alma Mater."

A NEW "marking system" has been introduced into the Wesleyan University. Some of its principal provisions are as follows: A student shall not be admitted to examination in any study unless he shall have obtained 50 per cent. of the maximum rank. Final examinations shall take place on the completion of each study. Demerits shall not affect the student's scholarship record. The speakers at Junior exhibitions and at commencement shall be selected according to their standing in composition and declamation subsequent to Freshman year. The titles of the orations shall be printed without any designation of rank. Eighty-eight per cent. of the

maximum standing entitles the student to graduate "first honor man," and eighty-three per cent. "second honor man," so that every man may be an "honor man." Special honors are also to be given at graduation in each of the principal departments of the college. These are to be determined by a special examination in the department and on a course of collateral reading or investigation prescribed by the officer in charge of the department.

CONSIDERING the question why women teachers are paid less than men, the Springfield (Mass.) *Union* says: "Professions are paid with considerable reference to the cost of the training which is required to fit people to exercise them. The doctor, lawyer, minister, invest in their education an amount of capital on which they unreasonably expect to get a fair interest in fees or salary. Applying this rule to the question of the comparative salaries of women and men teachers, we find it goes part way at least to justify the difference. As a rule men can't get schools unless they can show a college diploma. Women teachers on the contrary are not required to be college graduates, but go at once from the academy or comparatively inexpensive normal school to their charges. A college course in these days costs from \$3,000 to \$4,000. Thus at once we see that the man who takes to school-teaching has to get a salary which shall be a return on a much larger investment for education than his lady assistant or colleague has made."

LYNN C. DOYLE writes to the Brooklyn (N. Y.) *Eagle*: "The public schools of our city are presided over by men and women who should not be governed by petty spites, in such a manner as to place in favor some scholars and others in disfavor. This habit has taken root in many of our schools, in classes composed of young ladies who have feelings, and although they should be above jealousy, they still have hearts which feel every slight offered by their teacher. Admitting that some scholars have more winning ways about them, admitting that some scholars have a way of currying favor with their teachers, yet it is not just or right that those scholars should take every good thing and leave naught but bones for the less lucky. A kind word goes a great way in regards making a good scholar, and if a teacher persists in ignoring entirely the 'rough and ready' scholars, and offering every inducement toward the advancement of those who can work into the good graces of such teacher, it may do more harm than good in the long run."

MAYOR HAVEMEYER's recent ornate but very unsatisfactory message to the Common Council of New York has moved the *Commercial Advertiser* to this expression of its sentiments: "There was so little in the message of Mayor Havemeyer that was suitable for commendatory purposes, that we eagerly seize any opportunity of sustaining such of his positions as appear worthy of support. One such seems to present itself in the Mayor's remarks, with regard to public education in this city, in the course of which he alluded to one branch of the subject in the following language: 'It may be very well questioned whether there are not already too many of the ornamental branches taught in the schools. The children are urged and confused by the diversity of their studies.' We desire to consider this subject at present in its relation to girl students, and would remark that the fact that arithmetic is held as the standard of educational excellence in girls' schools in this city, and that botany and zoology are taught to girls to the exclusion of English grammar, would seem to sustain the charge of the Mayor. Obviously, an ordinary public-school education for girls does not need to be cumbered with scientific studies, and certainly not to the exclusion of other greatly more important branches."

EDWIN FORREST put into the hands of Rev. W. R. Alger, of Boston, the material for a biography. His work will make a volume of 500 pages, to be published by Lippincott, with ten steel engravings of Mr. Forrest in character, two portraits of himself and one of his mother.

PHYSICAL EDUCATION.

LESSONS FROM THE ANCIENTS AND EXAMPLES FOR THE MODERNS.

The exercises of the gymnasium are not so popular in this country as they are in Germany—more's the pity—but the American people are beginning to inquire, with no inconsiderable degree of earnestness, into the philosophy and practice of physical education. English writers have contributed largely to the literature of this subject, and the hints they give are useful to those who believe that the thorough training of the body is as important as the culture of the mind, and that the two processes shall go on together. We quote below some interesting passages from a recent number of the *Cochinch Magazine*, in which some solid facts and sound conclusions are set forth:

"The history of the Olympic games has a moral, which may still be useful to the gymnasts of a later and more civilized age. It is this: Exercise should be general, not particular, unless for a particular defect. Socrates, in that Republic which nowhere was, nor in all probability will be, said that he would not labor like those who run in the racecourse, that he might make his legs strong, while his shoulders and other parts of his body remained weak, nor only as a pugilist, to make his shoulders strong, not caring for his legs; but so that by exerting all his limbs, all might receive a proportionate increase in agility and strength. The observation may well apply not only to a disproportionate exercise of any part of the body in comparison with the whole, but to a disproportionate exercise of the mind in comparison to the body. Phileas of Cos, says an old writer, was very skillful in making hexameters. He was also said to be healthy; but he was so singularly thin, that against damage or injury from a high wind, lest he should be overthrown or carried away by it, he was obliged to fortify his feet by lead. This distressing instance of partial culture may be objected to as apocryphal or a myth; but a walk in the country in the vicinage of either of our university towns, will teach us the same lesson, though in a less startling and incredible manner. Men, in common with most other animals, are furnished with the possession is a fact, but their object is a matter of dispute.

"It may be asserted that gymnastic exercise, considered by itself, is of little use; that the occasions are few on which society requires us to leap over a five-barred gate, or to climb a pole, or to hang with our head downward. Though this be true, it is apparent to every one, that

HEALTH

is generally found in conjunction with strength (we except the so-called strength of constitution, a phenomenon of which when found, as it frequently is, in persons of the least perfect health, we can here offer no explanation), and that strength is without doubt increased by muscular exertion. The connection between life and health is too patent to be insisted on. For some other purpose, then, is the leaping-pole necessary than that of avoiding the necessity and delay of clambering over or unlocking gates; it is necessary—we speak generally—for our strength, the prolongation of our health, our existence. Life and health walk hand in hand; health is nothing but integrity of life; disease is nothing but an offense and abbreviation of it. Gymnastic exercise will not under all circumstances be successful, but, *ceteris paribus*, it will be in creating fine men. By which expression is not to be understood plump or fat men, for that fatness is the result rather of ease than of labor may be gathered from a visit to the cattle show. These men, the Thasian, is reported by Atheneus to have eaten a whole ox in two days, a praise which is also attributed to Milo of Crotona. These men were both protagonists in the gymnasium; but we have no authority for supposing, as we might suppose, considering the amount of their food, that they were unusually distinguished for embonpoint.

Since the days of the Roman Therme, our idea of gymnastic exercises has been greatly limited. Neither the swing nor the see-saw is admitted under the modern category; and the hoop and ball, the favorite athletic games of imperial Rome, are confined to the nursery or the preparatory establishment. Rope-dancing is now banished to the stage; and a Commission of Lunacy would certainly be issued, at the promotion of interested friends and relations, against any one who should propose to restore the Acrobatics or the Sciamachia. The tendency of the Roman school was to multiply their methods of exercise inconveniently and unnecessarily; that of the present day is rather to circumscribe them within too limited a compass. It has been asserted, for instance, that exercise, to confer benefit, must be pleasing; that the worker on the treadmill derives no benefit from his labor. It appears to us that this assertion is hasty and incorrect. We have no experience ourselves as to the effect of treadmill exercise; but the brawny arms of the village smith, whose muscles are poetically stated to stand out like iron bands, would lead us to a different conclusion. It cannot be said that the blacksmith finds pleasure in beating horse-shoes, but his muscular development is certainly improved by the process. Again, the exercise of

ment, which is, in fact, a *sine qua non* in gymnastic education in the pupil's daily programme, must lead us to answer the question in the negative. Mr. MacLaren, an authority under whose able guidance the University of Oxford is steadily improving in physical culture, was, and we hope still continues to be, a great friend to the trapezium, and took it under his especial superintendence. Exercise, whether pleasing or not pleasing, is equally advantageous. The same degree of perspiration, the same muscular action is produced, the same results of sound repose, strength and health necessarily follow. That exercise should be pleasing to be attractive, is a different proposition; no man would go to the treadmill voluntarily from love of the machine, and very few, it may be, to the trapezium. But attraction in the least pleasing of exercises can always be produced by competition. But in the case of a flat race of a mile and a half, the runner would surely find the exercise dull, monotonous and unpleasant to the last degree, unless an extraneous pleasure were induced by competition. The knowledge of this fact, and the social instinct of mankind, has led to the formation of clubs and societies and the establishment of prizes for the successful competitor.

Perhaps not the least advantage which is derived from muscular, active exercise, as opposed to passive exercise—by which we refer to ride in a carriage, or a sail in a vessel, in which latter case the abdominal muscles are the only ones actively exercised—is

CLEANLINESS.

We mention this, as it has been little insisted on by the advocates of gymnastic training. It belongs rather, perhaps, to a treatise on medicinal than athletic gymnastics; but the two are at the present day, as we have said, happily incorporated. A microscope will show the millions of drains with which the skin is perforated, for the sake of voiding effete matter. This effete matter can only be thrown off by perspiration, produced by exercise. If it is not thrown off it is absorbed into the system, and diseases, particularly consumption, and premature death, are the result. The result is produced by the canals of the skin becoming clogged, which not only prevents the refuse matter from coming out, but also prevents oxygen, which is essential to life, from coming in. We do not breathe with the lungs only, consuming carbon and other matter, and renewing the blood with oxygen as it passes through them; the skin also is a respiratory organ. Some animals have no lungs, and breathe entirely with the skin; others with a portion of the skin modified into gills, or rudimentary lungs. In animals of a higher grade, though the lungs are the instruments principally devoted to this function, the skin retains it still to such an extent that to interfere with its pores is highly dangerous; but to arrest their operation, fatal.

THE BREATHING OF THE SKIN may be easily proved by the simple experiment of placing the hand in a basin of cold water, when it will soon be covered by minute bubbles of carbonic acid. But a more complete and scientific proof is afforded by inserting it in a vessel of oxygen, when the gas will, after a short interval of time, be replaced by carbonic acid. "We all know," says Dr. Brereton, "from daily experience, the intimate sympathy which exists between the skin and lungs, and when we are walking fast, how much more easily we get along after having broken out into a perspiration; if we are riding, our horse refreshes us under the same condition." In these horrid words he is indirectly proving the chief sanitary characteristic of medicinal gymnastics. We have most of us heard of the story of the unfortunate child who, to add solemnity and symbolic happiness to the inauguration of Leo X. as Pope of Rome, was gilded at Leo X. to represent the Golden Age. The career of that child so conditioned was brilliant, but brief. It of course died in a few hours. One of the reasons of the greater danger of extensive burns or scalds, compared with others, smaller though deeper, is the fact that the former exclude a greater surface of skin from the oxygen of the air. Mr. Fourcault, a distinguished French physiologist, whose admiration of science appears to have led him to care little for the infliction of torture on other animals than himself, sacrificed a great number of guinea-pigs, rabbits and cats, by varnishing over the whole of their skin, contemplating with satisfaction the invariable result—death—as a demonstrative proof that the skin breathes.

EVENING SCHOOLS IN NEW YORK.

There are in this city thirty evening schools, besides the High School, scattered among the different wards. Fifteen are for males, twelve for females; there are four of these for colored children. An entirely different type of scholars, says one of the daily papers, is seen in the evening school from the day school. There are no children at the night schools who look as if they were made to attend, and who would have preferred, if possible, to play truant. The scholars seem bright and eager to learn, and evince, by their expressive countenances, that they have sacrificed their playspell for the sake of an education—that they have the true grit and determination to be scholarly men and women. It is not necessary to have monitors to maintain order in the evening schools, as the pupils are there but for one purpose; and time slips away too fast without wasting a moment. The schools begin promptly at seven, without any opening exercises, and are dismissed at nine. The roughest set of boys that assemble in the evening schools

are to be found in the Fourth Ward, at No. 82 Vandewater street. Even there, however, the scholars are well behaved, and making good headway in their studies. Once in a while a party of bad boys will enter the evening school for a lark, and with comical gravity will register their names—one as "Henry Clay," another as "George Washington," or "Lafayette," or "Jefferson." They will then make themselves as disagreeable as possible, by rattling slate, or throwing beans, and after one night's frolic disappear.

The Evening High School, affording as it does a high grade of education, is the most interesting of all the night schools to the visitor. Our citizens generally would be surprised to see the character of the work progressing there. This school is entering upon its eighth year of existence, and is gradually growing in its rate of excellence. There are twelve hundred students gathered nightly, and when there is a regular attendance of this number, for the season of one hundred and twenty nights—men averaging the age of twenty years, who, after a full day's labor, find to their advantage to work in this school—any commendation upon its usefulness is unnecessary. The students there are not boys, but men, who come each day from the struggle of business-life to perfect themselves in the higher branches of learning, that they may become skilled workmen, competent clerks and accountants, fill positions in any of the industries, and adorn any vocation. All branches of business are represented in this school, and the course of study has been so formed as to cover every requirement. Architectural drawing is taught, and the specimens shown in this art are remarkably fine. The class in free-hand drawing is very large, and is one of great interest, as it trains mechanics and designers. There are classes in phonography, in the higher mathematics, grammar and English literature, all very promising. Particular care is given to the languages, of which Latin, German, French and Spanish are taught. There are two masters in each of these languages employed every night, and the class-rooms where they are taught are very full. One young man who is employed in the Emigration Office at Castle Garden, was enabled to earn an increase of \$500 per annum to his ordinary salary, from his knowledge of German obtained from the study of that language at the Evening High School last winter. Among the pupils at this school is a man seventy-two years of age, and one fifty-eight years old attends with three sons, all grown men. The classes in book-keeping and banking are very large, many of the scholars being clerks down-town, who could not manage their books without this night study.

There is a self-reliance gained by men at the High School, in acquiring knowledge, and brushing up what they have been once before, which they do not get elsewhere. The thorough insight now by study in years of maturity, ensures a position in life that cannot be filled by men superficially educated. Principals in all kinds of business can readily distinguish their employees who are soundly educated, those who have a smattering of business knowledge, and those who pass along with their sheer brass to bridge over their defective educations. After carefully inspecting the different departments of the Evening High School, there is but one regret, viz., that there is no such institution for females.

A GREAT WORK FINISHED IN ROCHESTER.

COMPLETION OF THE NEW FREE ACADEMY BUILDING.

The Rochester (N. Y.) *Democrat* of Jan. 21 says: The new Free Academy building is substantially completed. Nothing remains to be done save to put the radiators in place, a work which is now in progress. The building is all that could be asked; it is not only handsome and substantial in an architectural point of view, but admirably adapted for the various uses which such a structure should serve. It is in the French gothic style, with pavilions on either side terminating in turrets. It has a French roof, and its appearance is greatly improved by the trimmings and window caps, which are of Ohio and Gainsville stone. It stands in a lot which has a front of 90 ft., and is 165 ft. in depth, having been enlarged from the old lot by an addition of 33 feet frontage, purchased of D. D. T. Moore. A fund of \$75,000 was provided for the construction of the building in 1871 by legislative enactment, and a committee, composed of three members of the council and as many from the school board, were empowered to proceed with the work. The second floor has two large school-rooms, and will be the male department of the academy. These main apartments are 30x67, and are connected in front and rear with four recitation rooms, all 24 feet square. A large number of desks have already been brought in ready to be put in place. They are of a new and superior pattern.

The female department of the school is on the third floor, which has one large school room 61x67, and four recitation rooms, the same in size and location as those previously described.

The fourth floor is occupied by a hall or assembly-room 90x61. It takes up the whole floor save a space in rear of it devoted to a dressing-room, and which is 24 feet in width and 48 feet in length. The hall will seat nearly a thousand people. The only fault to be found with it is the stage, which is short and narrow. Since dramatic representations have become common, people are fast recovering from the childish

fear with which they were formerly regarded. The building has cost, unfurnished, the whole sum provided for its construction, or \$125,000, the original allowance of \$75,000 having been increased in the sum of \$50,000 by an act passed last year. The structure is not only well planned and substantially constructed, but in the all important point of ventilation, it is one of the best school edifices in the country. There is no building of its kind in the State, that we are aware of, which is heated both by direct and indirect radiators, and has the ventilating shafts in connection therewith. In these respects at least the new Free Academy is an advance in school architecture, and what greater claim to public approbation could a structure of its character possess?

WHY REMAIN DARK?

Mr. Joseph Gill, of New Haven, has begun a series of thoughtful papers in the *Connecticut School Journal* on "The Moral Side of Public School Life." We copy some striking passages:

We are all familiar with the style of household where the most desirable and best-furnished rooms are shut up from one year's end to the other, without the use or displacement of a single article of furniture or a single ornament, while the family life is wholly in the kitchen and scullery. We all know how the spiders and wasps hold undisputed possession of those best rooms, and how the mice will sometimes build nests in the unused china and silver in the parlor closet.

In much the same manner a certain style of teaching works entirely in the kitchen and scullery, so to speak, of the mind's life, and leaves the higher, holier faculties—the imagination, the affection and the religious principle—darkened, silent and unoccupied. What wonder is it, then, if the wasps and vermin of evil thought and unawakened longing will enter and take possession!

The standing objection to the materialist system is, that it exercises only the lower group of mental faculties, leaving the higher faculties entirely undeveloped and almost unawakened.

There are certain fundamental principles of genuine character, which are the same to-day as a thousand years ago, and which will continue the same as long as time and humanity shall last; and no system of education or discipline can ignore or neglect these principles without injury to the character of the individual and of the community of which he is a part.

It is perhaps singular that in this age of intellectual development such a remnant of barbarism should be found—for a remnant of barbarism I call it—to consider money questions when educational interests are at stake. A remnant of barbarism, to calculate the expense when knowledge for the coming generation is to be bought. A remnant of barbarism fit to be classed with another remnant closely related to it, the poor remuneration of teachers, for the most important, the most laborious, and the most responsible task in the workshop of the nineteenth century. It is a remnant of those ages when light esteem and little money was commanded by those things which could not be handled, measured or weighed. And it will only disappear when the age recognizes that among the most tangible matters in the world, is what teaching makes or does not make of a generation: We shall make all these advances by-and-by.

GEOMETRY AND LATIN IN NORMAL SCHOOLS.

The Pennsylvania *Normal Monthly* says: The action of the Normal School Board of Pennsylvania in striking out all of Solid Geometry from the Normal School course, was as unwise as the addition of six months in drawing was wise. It is to be regretted for several reasons. To omit this branch lowers the standard of scholarship, which was not any too high before. One of the principal things against which these schools are to guard is the superficiality of their graduates. Their reputation and that of the cause which they represent will depend, to a large extent, upon the thoroughness of the scholastic preparation of their students. Send out graduates with little culture and superficial scholarship, and no matter how skillfully they may teach the elements, they cannot take honorable rank in their profession. Every graduate of a normal school should be thoroughly familiar with ordinary geometry. A knowledge of geometry is necessary even in teaching arithmetic. In the latter part of every written arithmetic is found a treatise on mensuration, in which the principles of solid geometry are required. Suppose one of our graduates in teaching that part of the arithmetic, is asked the reason for the rule. He will be forced, if honest, to admit his ignorance, and the pupil will go home and say he "stuck the schoolmaster in arithmetic." Surely neither pupil nor parent will have a very high opinion of a "normal school graduate." Suppose the teacher is asked by some old farmer to ascertain the capacity of a cistern, the number of square feet of boards required to line it, etc., and he is unable to do it; will the old farmer be very unreasonable in declaring the normal school a humbug?

We write this entirely in the interest of the cause. In our own school the regulation will be ineffective. Every school must come up to the standard, but each can go as far above it as its students desire. Our pupils will demand the entire course, and

we shall not, therefore, omit solid geometry except at the request of individual students, and these requests will be few and far between. We have no idea that the regulation will be permanent. A similar change was made once before, but the schools naturally gravitated back into the entire course, as I have no doubt they will again.

LATIN IN NORMAL SCHOOLS.

At the same meeting, a motion was made to add a year's Latin to the elementary course. That this motion was not carried does not prove it to have been unwise. Indeed, such an addition would have been most valuable, and this was universally admitted. The only question was that of time; it was thought it could not be done without lengthening the period for the completion of the course, which we were not prepared to do. This addition is, however, one of the steps of the future. There is a growing feeling of its necessity. The value of a knowledge of the elements of Latin in order to understand English is so generally appreciated that, as soon as the way will be clearly seen, it will be added. In several of the schools, though not required by law, the majority of the members of the elementary course have from one to two years in Latin, and some a year in Greek. Personal influence in this direction will make the study so generally appreciated that the students themselves will demand it.

A ROW.

ALL ABOUT THE COMING COLLEGE REGATTA.

It is thought in Boston that neither Harvard, Bowdoin or Amherst will be represented in the College regatta of next season at Saratoga. The selection of Saratoga is not so unpopular among the mass of students at Harvard, but the rowing men are considered to be universally opposed to the selection, though they have not yet given any public expression. Amherst held a meeting on Saturday afternoon, and resolved to send no crew. The action of their representatives at Hartford was heartily indorsed. The crews, however, will train, and the annual regatta of the college will be held next summer. Prof. Hitchcock, of the class of '49, addressed the students at their meeting, and in behalf of the Alumni and the Faculty approved their action.

The Amherst College Boating Association, at a meeting on the 24th inst., unanimously resolved that the holding of the regatta at Saratoga would be hostile to the welfare of the rowing associations of colleges in general, and of Amherst in particular, and that Amherst will not row in Saratoga water. Arrangements were made for a class regatta on the Connecticut, at Hatfield, during Commencement week.

Nor is this all of the "row"—for we find in the daily papers the following dispatch from Saratoga, under date of January 26:

In reply to a letter from Amherst College, the President of the Y. M. C. Association of this village has written a letter stating that the regatta of last fall was conducted without pool-selling, and giving it as his opinion, that while private betting cannot be prevented, pool-selling will not be countenanced at the College Regatta. He says, furthermore, that John Morrissey has no connection, directly or indirectly, with the Saratoga Rowing Association, and has no disposition to interfere with or engage in the College Regatta.

Nevertheless, the Yale crew is making ready. Its "make-up" for the race at Saratoga, just now, is, we are told: Cook and Fowler of '76, academic department, and Kennedy, Brownell, Wood and Nixon, of the Sheffield scientific school. Of these, Cook, Fowler and Kennedy were on last year's university, and Brownell and Wood on the freshman crew. The boys have begun practice in the gymnasium.

NATIONAL EDUCATION.

The Department of Superintendence of the National Educational Association adjourned at Elmira, in August last, to meet in Washington city; the adjourned meeting will accordingly be held in that city on the 29th and 30th of the present month, when President Andrew D. White, of Cornell University, will deliver an address on "The True Policy of National and State Dealings with Advanced Education." President White's known experience and learning, and his broad abilities as an administrator in educational affairs, will give his words great weight, and cause him to be heard with earnest interest and attention. A leading object of this meeting will be the consideration of the best means for the representation in the Centennial Exposition in 1876, of the great subject of Educational progress. In this connection, says the *Commercial Advertiser*, the flattering testimonial of Professor Goldwin Smith, in a speech delivered in Manchester, England, last evening, is grateful to a people with whom Professor Smith had thoroughly acquainted himself by an experience of several years in their midst. That he commends the common school system of the United States, and defends a leading popular American University from the charge of irreligion, are evidences that our national system of education is held to be of importance abroad as well as at home.

The following beautiful lines were written by Miss G. P. Perkins, of New York, and published in last week's *Letters*. Miss Perkins is daughter of the Hon. H. B. Perkins, the well-known school inspector:

THE CHILD AND THE DOVE.

Amid the ruins of Carthage
A weary dove wandered for rest,
And the golden rays of the sun above
Fell glittering on her breast.

A little child there wandered, too—
A child from heaven, fair—
And the golden rays of the sun above
Fell glittering on her hair.

In climbing o'er rocks and ruins
She met the weary dove,
And the golden rays of the glittering sun
Fell on them from above.

"What seek you, weary dove?" she asked.
"A home in heaven," the dove replied.
"Then come with me—I seek that, too—
O, come! O, come!" agitated she cried.

Together they traveled the road to heaven,
The weary dove and the child;
And when their pilgrimage was done,
God looked on them and smiled.

GRACIE.

AN OLD STATE AND A NEW ONE.

THE "OLD DOMINION" AND "BLOODY KANSAS"—AN EDUCATIONAL COMPARISON.

We have received during the past week two remarkable official documents—the "Virginia School Report" for 1873, and the "Thirteenth Annual Report of the Department of Public Instruction of the State of Kansas," for the same year. When it is remembered that the former of these States has had a growth of three centuries, and that the latter was born not quite twenty-five years ago, the differences between the two appear singularly striking. This difference lies in the conditions of society in either. Virginia, before the war, and long afterward, paid but little attention to popular education. Kansas, as soon as she emerged from the border warfare in the midst of which she was born as a State turned her attention to her schools, her people rightly considering that popular education was to be the foundation-stone of her future prosperity. Still, old Virginia is doing nobly now, and is making ample amends, according to her opportunities, for lost time.

Below we give some of the suggestive statistics which we have gleaned from the two Reports named:

VIRGINIA.

The school enrollment of this State in 1873 was 160,850, against 166,337 the year before—a difference of 5,518. Supt. Ruffner says: "I am not sure that I can give the proper reason for this. Apart from the occasional hindrances, such as bad weather and roads, contagious and epidemic diseases, poverty and such like, of all which there was unusual complaint, there are two very different sets of causes which might have been expected to affect the attendance, without any loss of educational zeal. Improved teaching, regulations and discipline tend to reduce the schools to such pupils as attend with tolerable regularity, and apply their minds to their studies—and this is the only class that need go to school. Sharply graded city organizations will lose such pupils as cannot or will not keep step. Special schools will be provided for pupils who cannot bear the regular service."

But there is another set of reasons which must be mentioned. Bad teaching and bad management constitute a far more common cause of decline in numbers. No intelligent parent will damage his child by continuing to send it to a teacher who has on trial been found to be incompetent. I cannot say to what extent these remarks represent the facts concerning our schools. But wherever school officers committed the error of unduly multiplying schools, and thus rendering it necessary to employ "cheap" teachers, there is no need to go beyond this fact in search of a reason for a decline of numbers. And the more promptly our intelligent people manifest their disapprobation of poor schools, the sooner can we bring our school system up to a high degree of efficiency.

The average monthly pay of teachers increased from \$29.86 per month in 1872, to \$32 in 1873. In the long run the rate of pay will determine the quality of the teaching.

The number of school-houses built during the year, and the large increase in the aggregate value of school property, evince the purpose of the people to build up the public system solidly and permanently.

The favorable advance in public sentiment has continued, as is unequivocally shown by the testimonies of county superintendents on pages 31-33. The evidences of this, however, are patent to every observing eye. The platforms of both political parties, and the political speeches made during the canvass, would have placed the fact beyond a doubt, if there had been no other evidence.

The Superintendent adds:

The splendid school system that is in full operation in Richmond has been so frequently described and commended, that I shall only report its continued expansion and improvement. There is a feature in the Richmond system which I regard as the

very fountain of its excellence, namely, the Saturday Teachers' Meetings. These meetings were commenced by Superintendent Binford during his first year (1871), and they have been continued with great regularity for three years. For the first two years the labor of conducting the meetings was performed almost exclusively by the Superintendent, aided by occasional visitors. In the third year he divided out the work among his nine male principals, assigning to them, in pairs, special objects of a purely practical character, such as methods of teaching orthography, reading, phonetics, penmanship, geography with map-drawing, arithmetic, grammar, composition, object teaching and history, with a special committee on music. Besides his regular school duties, each principal is expected to study carefully, with all the best lights, the particular subject assigned to him; to make experiments, and to give the teachers the benefit of his work.

Nine-tenths of the teachers in Virginia, however, are yet far below what they ought to be, and must become. In Richmond, Petersburg, Lynchburg, Norfolk, Portsmouth and a few other places, some really fine teachers may be found. Now and then, too, over the State, sometimes in the smaller places, one meets a true, well-furnished teacher, who knows his subjects thoroughly, and has good methods of instruction and discipline. The good effects of such teaching appear to the experienced eye at a glance on entering a school-room. But most frequently (says Mr. Ruffner) the sad spectacle of misuse and superficial teaching meets the eye; and, what is worst of all, the teacher's poor performance is often satisfactory to him or herself, to the School Board and to the community. A slow improvement will go on, even with the present means; but it is highly important for the Board of Education to have authority to use a portion of the school funds for the systematic training of teachers.

KANSAS.

In Kansas there are 121,000 children in the public schools; the school appropriations last year were \$1,657,318; the number of school houses is 3,133; and the number of teachers is 4,023—of them 2,143 are women. State Superintendent McCarty says:

"If for a moment we glance at the educational needs of our own State, as well as the universal testimony from other States, we can but observe that our normal schools, notwithstanding the great good they have done and are doing, are wholly insufficient to supply the pressing demands of our common schools for trained teachers."

Nor is the superintendent pleased with the teachers of the State—for it appears that although the appropriations are liberal and the schools numerous in proportion to the population, the standard is not so high as the zealous superintendent thinks it ought to be. He says:

"Information at hand warrants the statement that not more than one in four of the teachers of the common schools of the State of Kansas is fitted for the place he occupies in respect to "scholarship, methods, principles of teaching, general intelligence, ability to organize and govern a school, breadth, symmetry and poise of character. The gradations of incompetency and unfitness reach from the barely passable to the lack of every element of fitness for the work of instruction. Under such influence sit nearly 90,000 of the children of the people of the State, from day to day, and year to year—the days of childhood hurrying by, the years of toil and duty coming on, the world full of inspiring truths and useful knowledge, eager minds and loving hearts waiting to be satisfied, and—waiting in vain."

From statistics it is shown that one-third of the teachers of Kansas retire from the profession each year; consequently 1,500 new recruits must necessarily enter our schools each year, to supply their places. These, with few exceptions, have received no preparation for their work. Under these teachers sit nearly 40,000 children, and the State is paying these same teachers over \$230,000 in salaries. Nor is this all. It is a fact that of the teachers in Kansas, only a little over 1,300 are deemed worthy of the first-grade certificate. To those who know that the second grade denotes qualifications barely passable, and the third grade denotes no "particular qualifications," and that of the 4,500 Kansas teachers, 2,000 are now holding the second-grade certificates, and 1,200 the third grade, the comment seems unnecessary."

Nevertheless, with all its drawbacks, Kansas is doing a noble work for education—and Virginia, though she has begun at a late day, is also doing well. The facts are not so good as they might be, but they will answer.

JOHN BRIGHT ON SPEAKING.

HE NEVER WRITES OR MEMORIZES HIS SPEECHES.

A student in a Nonconformist College having sent a letter to John Bright, asking his opinion on the art of public speaking and on reading sermons, he returned the following reply:

Dear Sir—Your letter, written in May last, only met my eye a few days ago; it has been at the Reform Club, and was not forwarded to me till quite recently. You ask me two questions, to one of which I can give a ready answer. I have never been in the habit of writing out my speeches, certainly not for more than thirty years past. The labor of writing is bad enough, and the labor of committing to memory would be

intolerable, and speeches read to a meeting are not likely to be received with much favor. It is enough to think over what is to be said, and to form an outline in a few brief notes. But, first of all, a real knowledge of the subject to be spoken of is required; with that, practice should make speaking easy. As to what is best for the pulpit, I may not venture to say much. It would seem that rules applicable to other speaking will be equally applicable to the pulpit. But in a pulpit a man is expected to speak for a given time on a great theme, and with less of exact material than is obtainable on other occasions and on ordinary subjects; and, further, a majority of preachers are not good speakers, and perhaps could not be made such. They have no natural gift for good speaking—they are not logical in mind, nor full of ideas, nor free of speech—and they have none of that natural readiness which is essential to a powerful and interesting speaker. It is possible, perhaps very probable—that if reading sermons was abolished, while some sermons would be better than they now are, the majority of them would be simply chaos, and utterly unendurable to the most patient congregation. Given a man with knowledge of his subject and a gift for public speaking, then I think reading a mischievous; but given a man who knows little and who has no gift of speaking, then reading seems to be inevitable, because speaking, as I deem it, is impossible. But it must be a terrible thing to have to read or speak a sermon every week on the same topic to the same people—terrible to the speaker and hardly less so to the hearers. Only men of great mind, great knowledge and great power can do this with success. I wonder that any man can do it; I often doubt if any man has ever done it. I forbear, therefore, from giving a strong opinion on the point you submit to me. Where a man can speak, let him speak; it is, no doubt, most effective; but where a man cannot speak, he must read. Is not this the sum of the whole matter?

I thank you for the good wishes expressed in your friendly letter. My health is greatly improved, and I hope to be able to give some time to the House of Commons during the coming session.

I am truly yours, JOHN BRIGHT.

THE TEACHER OUT OF SCHOOL.

A Canadian educational journal—the *Ontario Teacher*—discusses this question in a sensible way. It says:

There is a work out of the school-room that is absolutely binding on the teacher. Some readers, unfamiliar with practical school work, may wonder at the statement. Let us notice, then, one error in popular judgment of school work and workers.

The teacher is often regarded in the community as one who has a comparatively easy time. Laboring men and tradesmen are often heard to remark, "You work six hours a day, while we work from ten to fourteen. You are a lucky man." No, he will prove a very unlucky man if he works at six hours. This popular and erroneous estimate of the teacher arises from a failure to appreciate his true character, and the consequence is that the salary is grudgingly given, when, if the teacher does his whole duty, you may be sure that it is well earned.

The work in the school-room consists both in imparting knowledge and in drawing out the faculties of pupils.

No matter how well stocked one may be at the outset, there

must be a constant filling up, not merely of facts learned, but of mental energy and enterprise.

As we have shown formerly, the teacher should have a growing mind, and

one furnished with a cultivated taste.

Of him who aims at anything short of this, the

popular opinion is quite right. If, however,

the teacher has any right appreciation of his calling, and he is far more likely to have it than those by whom he is employed,

he will regard what is done in the school-room as only a part of his legitimate work.

Right instruction is not something to be

measured out as men do their grain from a

certain fixed quantity previously provided.

It should have no smell of age; it should

be taken, like the brimming cup from the

river, from a stream that lives and moves,

and so must be forever fed. This means

work. If I were to choose a teacher, a

habit of industry would be a prime and es-

sential qualification. Teachers, then, and

one who can work to do out of the school-room. How

can it be best done?

A preliminary point, and one of the

highest importance, is that the teacher be

systematic. Of those who fail to extract

the utmost from precious time, the great

majority fail at just this point. It has

been said that "One needs to go through

college to learn the value of five minutes,"

and there is a deal of truth in it. Any one

day's work in our higher institutions of

learning would, considered apart, be

nothing formidable; but day after day brings

the same inexorable demands. This con-

stantly recurring work, continues for

months and years, if properly attended to,

to discipline to systematic industry. The

Freshman, hurried and pushed, eagerly

atching ten minutes twice a day to run

to the post office, often learns for the first

time how much his time is worth and of

how much he is capable.

But the greater number of our teachers

have not, of course, enjoyed these ad-

vantages. Some have so much native energy

and sense of order that, for this end, they

do not need them. To the ordinary mind,

however, this caution will be timely. The

danger is that the teacher on leaving the

school-room will have no plan. This will

prove fatal to any substantial progress. It

is sailing without a rudder. We are left the sport of *circumstances* which we, on the contrary, ought to control. It may be objected that the teacher, on leaving the school, should feel relieved from constraint. Certainly, there should be relief, but in what does true relief consist? Not surely in mere idleness, or in doing a little something a-hap-hazard. What the teacher requires is a change and variety of occupation. Systematic effort does not imply that it is irksome. Quite the contrary. Our highest pleasure comes of a sense of progress and accomplishment. This we can have without a fixed purpose intelligently and persistently followed. Where there is no plan, little or nothing is done, and there we are doomed to a troubling sense of disappointment. If absolute rest is what the teacher needs, let that be a part of the plan. This, however, if the teacher enjoys good health, should be confined to the hours of sleep, and it is the occupation of the waking hours that we now discuss.

The first thing that has to be attended to, of course, is exercise. The intimate connection between physical and mental vigor is too well recognized to need discussion. The teacher needs and must have two things, fresh air and quickening of the blood. These should be habitually sought under the open sky. In our best ventilated school-rooms, the air, especially if it is heated, becomes dead. Mere loitering in the open air, while better than nothing, will not answer the purpose. If you walk, the pace should be brisk and smart. Moping is generally a habit. A little practice will enable any teacher who is fit to enter a school-room at all, to walk a few miles in such a way as to send the blood swiftly through the entire system. Such exercise forces the air throughout the lungs, and is every way beneficial. Walking, while it will be hardly enough for some, will for the majority afford sufficient exercise. While the muscles should always be kept in a sound condition, it is not necessary to people of sedentary pursuits that they should be in a high state of development. If too much blood is used for animal functions, not enough will be determined to the brain.

Suppose the mind in a fit condition for work, what next? Here, again, we must reassert our first principle. In whatever you attempt, be systematic. As to any definite plan, it would be useless for me or for any one to prescribe. Circumstances should affect, not our plan, but the forming of it. Taste should be consulted, though not followed in a narrow or servile manner. The particular manner of one's school-work must also determine his home-work for a part of the time. As a matter of course, the teacher should have a broad and thorough knowledge of the subjects he is teaching. This will make, in some cases, a large demand on his time. Any teacher, however, especially if he has been long engaged in the work, will find some time for a more general improvement. Individual taste or aptitude may fairly lead us to a more extended labor in one direction, yet there must be sufficient variety to prevent narrow-mindedness.

[From the *New York Commercial Advertiser*.]

PUBLIC SCHOOL CONTROVERSIES.

There is a lack of dignity in the unceasing controversies which take place in the Board of Education and newspapers regarding the subjects that cause contention in the management of public schools. It would be supposed that we have a sufficiently intelligent community, from which competent Commissioners might be selected who could decide upon the most excellent course to be pursued in all departments of school government, from the religious doctrine to be promulgated, to the proper kind of punishment to administer, and that the questions might be set at rest which cause such an odium of unbecoming to fall upon the school system of New York. The subjects which have been so long agitated are vital ones, as are all questions which any way bear upon the "bending of the twig," and measures should be taken to decide them wisely and satisfactorily, that our children may not suffer from any want of vigor in the administration which molds their future, or from the dodging of the facts which prove the need of reform in school buildings. This city is abundantly able to afford fine school houses, in healthy localities, and to construct them so that there is no possible occasion for the present condemnation which arises from their defective ventilation. There are certainly right-minded men capable of deciding if the school children shall be flogged or ruled by moral suasion. The spirit of this Republic should surely direct that, in the matter of religious freedom, freedom and liberality should be vouchsafed to the representatives of every family.

It has been proposed that the public schools be maintained by private subscription and not by taxation—that their government be entirely separated from political control—that representative men take hold of this important matter and overhaul the present school system, as well as the wretchedly-ventilated school houses—that we have Protestant free schools, or that the measure of instruction given in religion be without influence to any denomination. The only positive introduction of religion into the schools is in the opening exercises of the day when a chapter from the Bible is read, and the Lord's prayer repeated. One would not imagine that there was any weighty denominational influence exerted

by these services; however, the general religious influence which should stably prevail in the school ought to be in accordance with the belief in which parents desire their children trained, and therefore the necessity of both Catholic and Protestant schools.

It will be found that the majority of male principals in the schools are in favor of corporal punishment. Most of them state that they would find themselves not compelled to use the rod, if they were allowed the prerogative, that they might threaten its sting in incorrigible cases. There is no doubt that the greatest necessity for reform in our public schools is in the means for their proper ventilation. Each schoolhouse might better be torn down and rebuilt that the present imperfect manner of providing the rooms with fresh air should be suffered. The primary departments, where the class-rooms are often overcrowded, and the little ones are either yawning from the poisonous atmosphere, or are coughing from the draught of air from windows opened on their backs, feel the evils of the bad ventilation most. Any way let us have prompt and satisfactory settlement of the disturbing school question. Let us have them wisely, liberally, and healthily adjusted at any sacrifice.

THE EDUCATIONAL EXPERIMENT IN LONDON.

The London *Spectator* of January 10 says. The ultra-Denominationalists and opponents of educational expenditure in the London School Board are not beginning their campaign judiciously. In a discussion at the meeting of the Board last Wednesday, Canon Gregory, the ecclesiastical "Red" of the School Board, not only supported the monstrous proposal to give the St. Giles's girls and infants an "underground" playground, to save the cost of land in a dear quarter, but made it an absurd as possible by throwing in a suggestion of his own "that a playground might be made for the boys on the roof of the building." He said that "to spend thousands of their constituents' money for a playground would be a great piece of waste." Yet to teach the St. Giles's children healthy play is probably the first step to teaching them anything better. Canon Gregory runs a good chance of making his cause utterly ridiculous, with his subterranean playground and his playground in the air. Why not also utilize the sides and walls of the school buildings for the same purpose? A judicious arrangement of fire-escapes would provide a very active and amusing game for the children, who would in that way be enabled to pass easily from the playground in the air to the playground in the area. Ecclesiastics, when they deal with a financial policy, are too apt to imitate the actor who was so determined to be thorough in playing *Othello*, that he blacked himself all over, under his clothes as well as on the visible portions of his person.

ROMAN CATHOLIC EDUCATIONAL ENTERPRISE IN CALIFORNIA.

The following appears in the San Francisco *Bulletin*:

The Catholics of this city have always been lacking in suitable provisions for the secular and religious training of their youth. In the early days the work was intrusted to the bands of the parish clergy, who, on account of their arduous duties and the difficulty of obtaining competent lay teachers, had to struggle against a great many difficulties. While affairs were in this condition, there arrived here a few men who had taken orders in the Catholic Church and who were known here by the title of Christian Brothers. They were the advance guard of an order celebrated throughout the Catholic countries of Europe for its devotion to the education of young men. On their arrival they found that, with the exception of the Jesuit College on Market street and St. Mary's College at Bernal Heights, the only accommodation for pupils were the basements of the principal parish churches. They at once assumed control of St. Mary's College, which is now one of the most flourishing religious academies in the State.

They determined to attend to the education of all the Catholic male children in San Francisco, and with a view to that end a suitable piece of ground was purchased on Eddy street, a few blocks from the new City Hall, and a substantial building has been erected upon it. It is to be called the Sacred Heart College, and will be conducted as a free grammar and high school for Catholic boys. The entire cost of the ground, building and furniture will aggregate \$100,000.

The school will be opened in January and will have ample accommodations for 1,500 pupils. Complete and costly apparatus has been procured for experiments in chemistry and natural philosophy. The school will be conducted by an efficient corps of professors, and no pains or expense will be spared to insure the success of the enterprise.

DEATH OF DR. LIVINGSTONE.

A cable telegram from London announces the death, in the interior of Africa, of Dr. Livingstone, whose name for so many years, and recently in particular, has been so much before the public. It appears that he died of dysentery, somewhere near Lake Bombe, that his body was embalmed and is now on its way to England, by way of Zanzibar. These details are so precise as to leave little doubt as to the truth of the fact that Dr. Livingstone is no longer living.

JUST ADDED TO THE CITY LIST.

The following New Books have just been added to the City Supply List, and can now be had at the Depository:

THE

NEW GRADED READERS:

A New Series, fully and handsomely illustrated, surpassing all others in excellence of manufacture, gradation and cheapness, complete in 5 books, viz.:

Page.	Price.
FIRST READER	64 - 25 c.
SECOND READER	124 - 40 c.
THIRD READER	160 - 50 c.
FOURTH READER	240 - 70 c.
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* These books should certainly be examined in all cases where a change of Readers is contemplated.

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NEW YORK, JAN. 31, 1874.

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SCIENTISTS AS PUBLIC INSTRUCT-
ORS.

Professor Richard A. Proctor, the new
astronomer whose discoveries and whose
theories have made him a prominent figure
among the scientific investigators of the
time, has finished with great *eld* a course
of lectures in New York, and is closing the
same course in Brooklyn. He has drawn
very large and attentive audiences in both
cities. He has explained the wonders of
the heavens to eager listeners. He has
drawn largely upon the resources of the
photographic art for the illustration of his
discourses. He has won dollars as well as
reputation, and he will unquestionably re-
turn home laden with pleasant memories
of his brief visit to America. Yet, while
Mr. Proctor is entitled to the full credit of
the good work he has done in popularizing
science, and while no one will begrudge
him the comfortable results of his business
enterprise, it is but candid to say that he
has not produced the lasting impression
that was created in the minds of our people
by the wonderful precision and unpreten-
tious wealth of Professor Tyndall's exposi-
tions, or by the profound wisdom which
underlay all that was said by Louis Agassiz,
or by the wrapt earnestness of Mitchell.
Mr. Proctor is evidently an observer who
believes in his own theories, and who at-
tempts to make his facts agree with his
theories; who can argue his case in the
pages of a book with greater effect
than through the use of the gift of
speech; whose mathematical investiga-
tions and conclusions are reduced to au-
thentical formulae rather than expanded
into great truths; and also, by attempting (as
Tyndall, Agassiz and Mitchell never at-
tempted) to tickle the fancy of his auditors
and to soothe their national vanity, fail to
win to himself a cordial recognition of his
undoubted genius. We are moved to say
these things, because, having sat through
the whole of Mr. Proctor's course, we
could not but be struck by the infirmities of
style. We venture to say that a very con-
siderable number of the readers who perused
delighted over Mr. Proctor's "Other Worlds
than Ours," and "The Sun, the Ruler,"
were disagreeably affected by the manifest
difference between the author and the
speaker. The natural *bonhomie* of Mr.
Proctor causes him to be—putting the case
in plain English—dippant upon the rostrum.
At his desk he is precise and philo-
sophical. His books will live, but a good
many intelligent people who listened to his
lectures in New York and Brooklyn, will
probably hereafter prefer to buy the vol-
umes that issue from his pen, rather than
invest in the ambiguous pleasure of paying
to hear him lecture.

In point of fact, the art of popularizing
science is, and always has been, a rare
one. Only a very few men in this country
have ever mastered it. Of those who
did so master it Agassiz was perhaps
the most wonderful. He was at once
so earnest, so conscientious and so dignified,
and he gave his hearer such an indelible
impression of his latent power, that it
was impossible to avoid following every
word he spoke; while at the same time his
style was light and cheerful, and his man-
ner singularly magnetic. Agassiz had no
time nor inclination for empty flattery or
boffynery. It is the more sorrowful to
think of his loss, when it is remembered
that Nature does not possess many such
eloquent prophets as he. The scientist, as
a public instructor, has a great work to per-
form, in an active and inquiring age like
this, when discovery and invention are re-
vealing the secrets of the natural forces. It
is just possible—we wish we could say it is
probable—that some of our boasted systems
of college culture may yet bring to the
front some fitting successors to those who
have passed away, leaving their work half
done.

THE SCHOOL TEACHERS' ASSOCIATION.—
Dr. J. G. Holland will deliver his new
lecture, "The Elements of Personal Power," before the School Teachers' Association, at Association Hall, Twenty-third street and Fourth avenue, Friday,
January 30, 1874, at 8:30 P. M.

COLLEGE ATHLETICS.

The Convention of College Boat Clubs
has had its meeting, its debates, and its
little differences, but it has finally been re-
solved to row the annual college regatta
next summer on Saratoga Lake. There is,
however, a supplementary rumpus—college
clubs always do get up a rumpus when they
get together—and there is a prospect that
one or two of the exalted institutions of
training will not be represented in the com-
ing contest. It is not easy to say whether
this lack of a full representation will be an
advantage or disadvantage. It will de-
tract somewhat from the animation of the
scene, and prevent as large an attendance of
interested spectators as might otherwise
be counted upon; but, on the other hand, it
is certain that the young collegians who
do not take part in the struggle will not
run the risk of illness or death from over-
straining. Such deaths have occurred,
more than once or twice, in this country
and in England. They are likely to happen
again. On the whole, though we be-
lieve in the judicious pursuit of gymnastic
exercises, we shall not be particularly sorry
if the extraordinary energy and applica-
tion which go to the winning of success as a
college "stroke" were finally turned into
the more useful channel of preparation for
the active business of life. It is all very
well to be a first-rate oarsman—it is a much
better thing to be a first-rate citizen.

A QUESTION.

The Pennsylvania *Normal Monthly* says:
"Wm. Cullen Bryant is eighty years old;
Longfellow, sixty-seven; Whittier, sixty-
six; Tennyson, sixty-five. Who will there
be to take the place of these after they are
gone?" Here is a question for the coming
years to answer. But the world gets on,
somehow, even when its biggest men die.
Men have taken the places of those who
have gone before, ever since the world was
a world—and the *Monthly's* solemn con-
undrum will be answered, we hope, in the
Monthly's own lifetime: it is a bright
journal, and deserves to live for a century. By
the way, our contemporary is wrong in saying
that Bryant is eighty—he was seventy-
nine on the 3d of last November. His
latest public appearance was at the public
celebration of Franklin's birthday in this
city, on the 17th of January of this year,
when he delivered an address before the
New York Typographical Society which
had all the fire and poetry of the Bryant of
forty years ago.

AN EDUCATIONAL PROBLEM.

Superintendent Ruffner, of Virginia, in
his elaborate Annual Report for 1873, en-
larges upon a subject which has begun to
attract the serious attention of thinking
people in this country—namely, the educational
necessities of the Southern States. It is greatly to the credit of Mr. Ruffner
that he boldly accepts the facts of the case
and argues logically from data which are
sufficiently discouraging. This confession
confirms the correctness of the statements
put forth by Commissioner Eaton in the
Reports of the Bureau of Education, by the
newspaper correspondents who have lately
traveled in the south, and by Northern
educators whose sight is not blinded by
local prejudice. The statistics, says Mr.
Ruffner, indicate that the registered adult
illiterates in the Southern States "consti-
tute nearly one-half the entire population,"
and he produces the figures to establish the
correctness of this statement, adding these
words: "The painful fact must be stated
that, even among the whites, in the eleven
Southern States proper, the percentage of
illiteracy increased from 7.1 in 1860, to 9.8
in 1870," a fact attributable in part to the
war. The actual present per cent of ill-
iterate males over 21 years of age to the
male population of the same age is
stated by Mr. Ruffner as follows:

In the Southern States..... 33.19
In the Northern States..... 7.43

Can there be a better argument than this
in favor of free schools? We should like
to hear what Mr. Gerrit Smith and Mr.
Herbert Spencer have to say on the subject?

It is, however, peculiarly gratifying to
learn, in Mr. Ruffner's own words, that
"there is a precious beam of hope relieving
the darkness—this man of ignorance craves
the light. He aids, with special reference
to Virginia, that the intelligent and sub-
stantial minority of the people of that State
plainly see that general education is their
"only hope of deliverance." This is a
cheering sign; but help is needed, and the
question now is: Whence shall that help

come? The proposition now pending in
Congress, to appropriate the money received
for the sale of public lands to educational
purposes in the States where the
greatest proportion of illiteracy prevails,
is one of the methods suggested—but the
measure is bitterly opposed as a bad pre-
cedent. It is likely that the South will
discover that the sure way to get help is
to help itself, just as the North has done.
The free States began early—the late slave
States must begin late. That is the differ-
ence between them. But the results of
self-help and free education in the one sec-
tion will eventually be as tangible and as
effective as in the other. Common sense
first, and energy afterward, will win the
day.

IN THE VAN.

Illinois is in the van of the West in her
appreciation of the greatest want of the
hour. The Lower House of her Legislature
last week passed a Compulsory Education
bill, and for a very good reason. The pro-
portion of illiterates to the population of
that State is one-tenth of the whole num-
ber, or, in precise figures, 219,952 out of
2,539,000. "Egypt" as the southern sec-
tion of Illinois is most appropriately called,
has always been a hot-bed of ignorance and
crime. It needs clearing out. So do other
parts of the States. Free education will
perform the needed work.

THE types made as call gymnastics "a
moral farce" last week. We tried to
show proper physical training is a "force,"
but the facetious printer made his little
joke at the expense of reason.

Literary Notes.

THE spring trade sale of books will open
in this city on Thursday morning, March
24.

THE great mathematic problem gives the
title to a book by Mr. Hain Frieswell, called
"Our Square Circle."

An edition of Robert Buchanan's poetical
and prose works, in five volumes, is to be
issued shortly in London.

A MEMOIR of Professor Agassiz by Mrs.
Agassiz is in preparation, and will contain
further statements of his opinions on the
Darwinian controversy.

PROF. JAMES RUSSELL LOWELL is still
at Florence, whence he will return in the
spring, stopping in Paris and London on
his way home.

THE last piece of literary work done by
the late Charles Astor Bristed ("Carl
Beveau") was the translation of Cher-
ubini's novel, "Prospero," for the "Lei-
sure Hour Series."

PROF. R. W. RAYMOND is the author of
the exciting California story, "Brave
Hearts," which was published in the *Chris-
tian Union* under the *nom de plume* of
"Robertson Gray."

A VOLUME on "Prophetic Voices Con-
cerning America," expanded from his *At-
lantic* article, will shortly be added to the
uniform edition of the work of Charles
Sumner.

M. ETIENNE ZOLA, a leader of the "realistic
school," is writing a French political
novel, entitled "The Social and Natural
History of a Family under the Second
Empire," a work which aims at doing for
the Casarean epoch what the "Comédie
Humaine" did for the society of the Restora-
tion.

THE London *News* says the announce-
ment that Mr. Martin F. Tupper has been
granted a pension of £120 a year on the
Civil Service List, for the services he has
rendered to humanity by writing "Pro-
verbial Philosophy," will be received by
some with an amiable satisfaction, by some
with wonder, and by most with a smile.

THE New York *Evening Mail* says: "The
family of Mr. Archibald Constable, the
great Edinburgh publisher, the memorial
of whom is spoken of as one of the most
interesting series of volumes ever issued in
England, is represented in this country by
the well-known Major Constable, of Harper
& Bros., a son of the partner of Scott, and
the projector of the *Edinburgh Review* and
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tive by prolonged experimental tests in the
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Loral College and School News.

MR. JOHN DAVENPORT, the Auditor of the Board, has sufficiently recovered from his recent illness to resume his duties.

EVENING SCHOOLS.—The evening schools will close for the term of 1873 and 1874 on Thursday evening, February 24th.

SALARIES.—Teachers are requested to send pay-rolls for the month of January to the clerk's office as soon after the 1st of February as possible.

EVENING SCHOOL VISITORS.—On Friday evening last Inspector Harvey H. Woods and the Chairman of the 17th Ward Board of Trustees, Mr. Henry Merz, made a visit to Evening Grammar School No. 13, of which Mr. Abner S. Holley is Principal, bringing with them William Cullen Bryant, Esq., who went into every one of the ten German classes, adult English class and some of the primary classes, in each of which he spoke encouragingly to the men and boys. Then he made a few remarks to the bulk of the English classes which were assembled for singing exercises. He expressed himself well pleased with the appearance of the school.

N. Y. COLLEGE.—In Supreme Court, on Tuesday, application was made by Mr. James W. Gerard, Jr., for a mandamus to compel William H. Neilson, President of the Board of Education, to certify to the Controller for \$3,000 in favor of Keidian Brothers. The Keidian Brothers claim that the amount was earned by them in repairs made and supplies furnished for the use of the College of the City of New York; that their bill was audited and approved by the Executive Committee of the Board of Trustees, but President Neilson has refused to certify in their favor for the amount. For this refusal the President of the Board has given no reason, but it was intimated on the argument that it would be claimed on his behalf that there are no funds which can be applied to the purpose. Mr. Gerard contended that, whether there were funds or not, it was the duty of President Neilson to draw his draft on the Comptroller, and then the question of funds or no funds could be met. Decision reserved.

NEW YORK UNIVERSITY.—The following are the appointments of the Literary Societies for Jan. 30, 1874: Euclidean—Original Oration, J. Russel, '75; Essay, W. Russel, '75; Selected Oration, W. Thompson, '77; Poem, "Poem," Mr. McCauley, '77. Debates—Resolved, That the United States should grant belligerent rights to Cuba. Affirmative, Mr. Heidick, '74; Mr. Rice, '76; Mr. Halston, '74. Negative: Mr. Stevenson, '75; Mr. Auerbach, '74; Mr. Crane, '77. Philanthropic: Declamation, Mr. Shugio, '76; Essay, Mr. Jervis, '76; Poem, Mr. Lott, '77. Prose Selection, Mr. Parsons, '76. Debate—Resolved, That the bar offers a greater field for eloquence than the pulpit. Affirmative: Mr. Hoffman, '75; Mr. E. Keller, '76; Mr. Martyn, '77. Negative: Mr. Douglass, '77; Mr. Meyers, '77; Mr. Hendrickson, '75. In consequence of postponement, the joint meeting of the societies, which was to have been taken place January 17, will be held at 7:30 o'clock, Jan. 30, in the small chapel of the University. Benjamin N. Martin, D. D., L. H. D., is to preside. The subject of the debate is: "Resolved, That the United States should grant belligerent rights to Cuba." Affirmative, Euclidean: Mr. Lawson, '75; Mr. A. H. Thompson, '74; Mr. Bull, '74; Mr. A. S. Thomson, '74. Negative, Philanthropic: Mr. Fiske, '76; Mr. Tomlinson, '75; Mr. Smith, '74; Mr. Lindsay, '75. It is whispered that the University quartette are to add their voices on this occasion, and delight the audience.

A NAME ON A BLACKBOARD.

EMBELLISHMENT THAT A PROUD, BRIGHT SCHOOLBOY COULD NOT BEAR.

On Wednesday Coronet Broker investigated the circumstances attending the death of David White, a schoolboy who on Tuesday committed suicide by hanging. Young White lived with his parents at 146 Irvington street. He was not twelve years of age, and had two brothers, one older and the other younger than himself. The trio attended the Allen street public school, and he was considered by his teachers, as well as his parents, a very intelligent child. He was studious, and outstripped boys older than himself. He was recently promoted to a higher class, and at this point his troubles began. He was unable to keep pace with his classmates, and disheartened by his failure, he grew careless and neglected his studies, a course which soon sent him to the foot of his class. At length he told his mother he would like to quit the school and go to business as a newsboy. This she refused to permit, and he was compelled to return to school. Finally, as a punishment for his carelessness, his teacher placed his name on the blackboard as that of an imperfect student, and left it there for the inspection of the whole school. He was a proud, high-spirited boy, and the publicity thus given to his shortcomings, together with the recollection of his former successes, affected him keenly. On Tuesday morning, before school time, he told his brothers that he intended to end his life, adding that he had a pocket-knife, but it was too dull for the purpose. The two boys told him he must be crazy to talk so; they looked upon his words as mere child-bravado, not dreaming that he was serious, and thought no more of them until

subsequent events showed how thoroughly in earnest he was when he uttered them.

In the afternoon his mother heard him enter the house and go up-stairs. School was just over and she supposed he had gone to leave his books in the bedroom. Fifteen minutes passed and she became alarmed. Thinking that he might perhaps be ill, she followed him up-stairs and attempted to push open the bedroom door; there was something behind it which prevented her from opening it, and as she felt the impediment the first premonition of what she was about to see fell upon her. She called aloud to her son to open the door but no answer was returned, and the weight within still hung against it. At last she summoned all her strength and resolution, forced it open and entered the room. The next moment it shut fast again, leaving her inside with the body of her son hanging before her. Under the first horror of the situation she was incapable of action; she could only shriek for help, and in a few moments another woman, an inmate of the house, was by her side. She at once drew a pair of scissors from her pocket, and with difficulty severed the strap by which the boy was suspended. Dr. George V. Skiff, of 32 Norfolk street, was summoned, and learning that the body could not have been hanging more than a quarter of an hour, he was encouraged to hope that restitution might be possible. He applied an electric battery, and endeavored to produce artificial respiration, but he failed.

A book strap had been passed through a hole in the upper panel, and carried over the door and back into the room. To this a second strap was attached, with the end passed through the buckle, thus forming a noose which encircled the neck. This noose was not drawn tight, but fastened on the buckle. A chair was lying on the floor, and from this the boy had evidently dropped, upsetting it either at that time or by his subsequent struggles. The neck was not broken. The verdict was simply suicide by hanging.—*N. Y. Sun.*

STUDENTS IN VIRGINIA COLLEGE.

Supt. Ruffner's report for 1873 gives the following statistics of the number of students in the colleges of Virginia since the year 1860, the comparison of figures showing the condition of these institutions before and since the war:

From	To	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	Total.
University of Virginia.		317	317	317	317	317	317	317	317	317	317	317	317	317	317	317	317	317	317	317
Washington and Lee University.		318	318	318	318	318	318	318	318	318	318	318	318	318	318	318	318	318	318	318
Emory and H. W. College.		138	138	138	138	138	138	138	138	138	138	138	138	138	138	138	138	138	138	138
Randolph College.		130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130
William and Mary College.		130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130
Virginia Agricultural and Mechanical Institute.		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
		1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717	1717
		Estimated.																		

Only one State in the Union showed a larger attendance at its Colleges last year than Virginia showed for last year and this year; and according to the figures last year, Virginia, while only second in this respect, was far in advance of other States in the number of her own youths receiving a college education in proportion to her population, even with the negroes included.

WHAT NEW JERSEY IS DOING FOR EDUCATION.

The annual report of the State Superintendent of Schools of New Jersey, shows that the total amount appropriated for school purposes last year was \$2,497,068.43. The total valuation of school property in the State is \$5,554,828. The State appropriation amounts to about three-fourths of all the money needed to maintain the schools. During the past year 907 males and 2,234 females were employed as teachers—a decrease of forty-eight males and an increase of 104 females. The average pay of the male teachers is \$65.92 per month; that of the female teachers is \$36.64. During the past year, eighty-three new school houses have been built, and ninety-six remodeled. The number of the schools in the State now is 1,480, and their total valuation is about double what it was in 1869. The average value is about \$4,822. That of those outside the cities is \$2,384. The number of school districts in the State is 1,360, six new districts having been formed and seventeen old ones abolished during the year. The total school census for this year is 286,444. Of these, 179,443 are enrolled in the public schools; 69,229 attend no school. The average attendance upon the public schools is 87,840. Notwithstanding the abolition of seventeen old school districts, there are still eighty-seven districts with

less than forty-five children each, and 545 with a school census ranging from forty-five to eighty children. New Jersey, on the whole, will "do."

GENERAL INFORMATION.

APPLETON & CO.'S LIST OF SCHOOL BOOKS.—We are fully aware that when we assert what is well known to every teacher and school officer, that among the very best school books published are those of the Messrs. Appleton, that we are not open to the criticism of not furnishing *news* in all that we publish. One thing is certain, however, that we shall preserve our credit for truth-telling, which is, perhaps, in these days of puffing, equally, important. The Appletons have ever had the well-deserved reputation of employing the very best talent in authorship and in the manufacturing of school books; and as they have always taken the lead, they still maintain it.

Below we give a list of their publications that have been adopted for use in the New York City Schools. We would call special attention to the Botanical Charts, just published, and recommend every principal to procure a set. They are without doubt much more valuable than any other charts on the list, and are the only ones of the kind published in this country.

The Krus Drawing Series also has peculiar merits, which need only to be noticed to commend the system to every principal and teacher of drawing in the city.

The most of the books, the titles of which appear below, are familiar to our teachers. They are extensively used, and are deservedly popular. The list is as follows:

Quackenbos's Series of Arithmetics, Cornell's Series of Geographies, Quackenbos's U. S. Histories, Lockyer's Elementary Astronomy, Krus's System of Drawing, Ann's German Grammar, Youman's Botanical Charts, Cornell's Outline Maps, *For the Normal College*.—Quackenbos's Natural Philosophy.

For the use of Teachers.—Adler's German Dictionaries, Appleton's Cyclopaedia of Biography, Appleton's New American Cyclopaedia, Johnston's Chemistry of Common Life, Latham's English Language, Spencer's Education, Spier's & Surene's French Dictionaries, Nicholson's Text-Book of Zoölogy, Popular Science Monthly, Quackenbos's Rhetoric, Youman's (Miss) Botany.

—The following assertion is no doubt true, but the writer evidently had never used Thacker's VIOLET BLACK INKS, which contain substances never before made use of.

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—The Safety Inkstand grows in popular favor. Turn it stand any way, on the side or upside down, and the ink cannot spill. The sediment is beyond the reach of the pen, and the pen cannot by any possibility get an "overdose" of ink. They can be purchased from Mr. Leach, at 86 Nassau street or at 235 Greenwich street. Our "better half" thinks they are good things to have around the house.

MISFIT CARPETS.—We would call the attention of our readers to Mr. Bendall's card in the present number of our journal, and from our personal knowledge of the gentleman and his fair and honorable dealing, we do not hesitate to recommend our friends and patrons who desire a really good carpet at very much less than the regular prices to give him a call. Not only can the very best goods in the market be found at his place, but purchasers can have them sent lower and laid free of charge, a no slight desideratum to those who know anything about the trouble of laying and fitting carpets. Mr. Bendall's place is at 112 Fulton street (bet. William and Nassau streets), down-stairs.

—Do not use liniments to cure rheumatism, and thereby produce organic diseases of the heart, when a dose or two of Freilich's Remedy, sold by all druggists, will effectively eradicate the cause from the system.

—For beautifying the complexion there is no article in use equal to Madame de Rossa's Antheo. It is entirely free from all injurious ingredients, gives the skin a rich, natural bloom, and removes pimples, tan, etc. Sold by druggists. Price 50 cents. Miller Bros., 113 Maiden lane, N. Y.

—A marvelous combination of economy, beauty, sentiment and artistic merit! A year's subscription for *Demorest's Monthly Magazine*, and the large and beautiful oil chrome, "The Old Oaken Bucket" presented as a premium. See the announcement in another column.

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[From the New York Times.]
THE RELATIONS OF CRIME AND IGNORANCE.

It is undoubtedly true that serious or abnormal crimes are committed by persons of all degrees of education, and that culture is not necessarily a preventive of such acts. But to judge properly of the relation of education to criminality one must look through large classes of the community, and find how far offenses against property and person are accompanied by ignorance, and whether the criminal class, as a whole, have even enjoyed ordinary advantages of education.

Turning to the most recent reports of criminal statistics at hand, those of the city prisons and Blackwell's Island, for 1871, we find the following proportion between education and criminality: Out of 51,466 prisoners of that year, only 1,130 were well-educated; 31,088 could read and write, and 19,160 were almost entirely ignorant. It should be remarked that of this whole number of prisoners, 34,316 were of foreign birth, and a large proportion of the remainder children of foreign parents. When it is stated that 81,088 of the prisoners could read and write, it must be borne in mind that this degree of education is of the most primitive kind, and includes such reading and writing as even many children of the street attain. It does not include anything like a thorough primary education. Now it appears that there were in New York city during that year 62,320 persons who could not read or write, the population being about one million (942,342). It seems, then, that of the illiterate class of this city, about one in three committed crimes during that year, while of those who could read and write, about one in 27 were guilty of criminal offenses, showing that among the ignorant in this city the chances for crime are about nine times as great as among those with only the advantages of a primary education. If we regard particular wards in New York, we shall find the greatest illiteracy in those where the most crimes are committed. Thus, in the Sixth Ward, embracing the Five Points and the most notorious dens of crime in the city, one-fifth of the total population—4,962—is given in the census as illiterate; that is, unable to read or write. In the Fourth Ward, including such streets as Water and Cherry streets, the illiterates number about one-tenth, or 2,332. In the First Ward, including the quarter behind Trinity Church and near the Battery, the proportion is about one-sixth, or 2,562. In the Seventh Ward the proportion is more than one-ninth, or 4,862.

In turning to reports of arrests, we find the largest number made in the city in the Fourth Ward, or 6,976; the next largest is in the Sixth Ward, or 5,373; in the Seventh Ward there were 4,178 arrests, and in the First Ward, 1,140. In the State of New York, about 31 per cent. of adult criminals cannot read or write, while of the adult population at large, about six per cent. (6.08) are illiterate, or nearly one-third of the crime is committed by 6.00 of the population. In the reformatories of the county, out of the average number of the inmates, 7,963 for 1868, 27 per cent. were wholly illiterate.

Turning now to the criminal statistics of the State of Massachusetts, the proportion of criminals in jails who could not read or write was, for a number of years, about 30 per cent., falling, however, in 1868, 1869 and 1871 to 28 per cent. In Houses of Correction, the proportion, in 1864, of illiterates was 46 per cent., but in 1869 fell to 41 per cent., and in 1871 to 37 per cent. In the State Prison, however, the proportion of illiterates in 1864 was 21 per cent., but in 1871, out of 149 prisoners in the State Prison, 35 were totally illiterate, or about 23 per cent.—the explanation of this low proportion being probably that the cases of extreme crimes and crimes of fraud and embezzlement are found in this prison more than in the minor prisons, and such crimes are not usually committed by the ignorant. There were in the State of Massachusetts 4,791 criminals during the year 1871, who could not read or write, and there were during that year 97,742 illiterates in the State; that is, among the ignorant population, about one in twenty committed crimes, while in the State at large, among those who had only a primary education, about one in 120 committed criminal offenses.

The influence of education, even in the simplest primary schools, upon a child of the lowest class is to cultivate habits of order, punctuality and self-control. A child is withdrawn from idleness by other interests being offered to its mind than those which surround it in the life on the streets. The mere occupying the time and thoughts of children with subjects of general interest tends to keep them from crime. Even a small acquaintance with geography and the reading of a book of travels will sometimes enable or stimulate a poor person to change his locality, where he is under temptation or suffering, for some region where he can be placed in better circumstances. There is, too, running through nearly all school lessons, a recognition, more or less strong, of the great truths of morality. The result of all these and of other influences is that wherever education is diffused abroad, there the ratio of crime to population diminishes, and in all countries the criminal class is mainly fed by the ignorant class.

THE HUMORS OF TEACHING.

AN AMUSING SKETCH BY A SUPERINTENDENT.

The following paragraphs are from an amusing paper read by Supt. Bennett, of Jackson County, Michigan, before the State Association of County Superintendents, at the late meeting. The title of the paper was "The Romance of the Superintendency."

"I half suspect that some shallow-pated heather—if I have any such—will have his mind distorted with visions of youthful and attractive 'school-marms,' and that the Romance of the Superintendency must consist in the examining and visiting of these fair pedagogues."

"Now, I don't know that we are to be blamed if school-mistresses will persist in being young and handsome, seeing it is among the prerogatives of the sex; I see no reason on that score that they should be refused admittance into our schools. Some might deem it a disqualification, only to be obviated by a high per cent. in other prerequisites, but I do not; we must accept youth and good looks as we do experience, being sure that a little time spent in the profession will obviate these objections."

"No doubt all of us, to greater or less extent, have been the subjects of a good deal of cheap wit, owing to our necessary relationship with so large a number of female teachers. As Mark Twain would say, it is all well enough for the first two or three hundred thousand times, but after that it begins to grow monotonous."

"If Jones, whom you know to be a good-natured fellow, though with a little weak, accosts you on the street for perhaps the twentieth time, with the inquiry: 'How is all the school-marms?' you feel exasperated perhaps, seeing you are not an angel, but you do not annihilate him; you pity his mental imbecility; you take him kindly by the hand, and in a subdued and impressive way you return the compliment by inquiring severely after the health of each member of his family, from the baby up to his mother-in-law, in such feeling tones that Jones ever thereafter regrets his levity and jocoseness, and never repeats the offense. He feels that you lack in proper appreciation of his wit."

"On your way to the post office you meet nimby-pamby Smith, an addle-pated clerk possessed of just ability enough to wield a yard-stick, who greets you with—'Well, Mr. Superintendent, I suppose you are visiting the school-marms nowadays; and accompanies it with a knowing wink as if he had cornered you and you had no remedy but to confess judgment. Without heeding his lugubrious attempt at wit, you button-hole him instantly, and tell him of a school-house dedication, picnic, or something of that sort, and request him to appear as an orator on the occasion. As he has about as much talent for public speaking as he has for flying, you can bring the cold perspiration on him, and by following it up with little persistency you will break him of asking you impudent questions."

"As Superintendents, we sometimes meet with grotesque characters and strange characteristics that develop themselves to us alone. There comes into your office some day a stalwart, middle-aged man, heavy bearded, heavy set, whose peculiarities of manner and appearance defy description. He wears a seedy, ill-fitting suit of garments, a battered hat, while on his feet are a pair of low brogan shoes, displaying ponderous and not over-neat ankles. His uncouth entrance and dilapidated appearance suggest to you charity. You raise your hand deprecatingly, or perhaps plunge it into your pocket to find a scrap of currency, when, to your astonishment, he announces that he is a professor from some formidable college, the name of which you never before heard; and furthermore, he is a graduate of some tremendous university, which likewise you have lived all your life in total ignorance of, and proves it to you by unrolling a parchment diploma, but little inferior in size to a horse-blanket, and presenting it with a searching look to see what effect it produces upon you. This great scholar, who looks to you like a cross between a mechanic and a foot-pad, finally winds up by soliciting a district school to teach during the Fall term. Zounds! To think of this erudit professor, who has dwelt so many years in the regions of metaphysics and classic lore, gauging himself down to teach the word-method and multiplication table to the midgets of children that attend district schools in the Fall! Phobus, it is like taking a howitzer or Parrott gun to shoot sparrows with! The incongruity of the thing is certainly striking; and if you should examine this wandering, tramping Diogenes, you would perhaps find him very conversant with heathen mythology, and alarmingly ignorant of mental arithmetic. How does it happen that a man of such lore and pretensions should be tramping about the country, wanting to teach primary schools for mere pittances of pay? Why is he not at Oxford or Cambridge, or some other great seat of learning, disputing with the doctors? Why will he come and haunt you—a worse spectre than Hamlet's ghost? Alas! these are among the mysteries of hidden things—one of these cases where fiction is stranger than fact, and we give it up."

THE OBVIOUS REMEDY.

The Brooklyn *Argus*, of Jan. 22, says: "A compulsory education bill has been passed by the Lower House of the Illinois Legislature. Such a measure is obviously the best remedy for a state of things which is set forth in the Illiteracy Statistics of the Census of 1870, as follows: In 1870 the State of Illinois had an aggregate population of 2,589,891, of which number 86,368 could not read, and 139,584 could not write—total of illiterates, 219,952, or about one-tenth of the whole number of inhabitants in the State. That darkened section of Illinois, which is popularly known as Egypt, needs to be reformed in more than one direction, and that which is true of the southern counties is also true in no small degree of other parts of the State. Chicago and the larger towns have given liberally in aid of education, and some of the schools are models of good management and effective service, but the undue proportion of the ignorant elsewhere is a dangerous element as well as a disgrace. The popular branch of the Legislature recognizes the necessity of compulsory measures to force into the public schools the children who would otherwise grow up like their fathers, to sink finally into sloth, and perhaps into crime. Considering, also, that there are in the State of Indiana 203,000 illiterate persons, in Pennsylvania 354,000, and even in the State of New York 402,000, the growing necessity of enacting stringent educational laws becomes apparent."

"No doubt all of us, to greater or less extent, have been the subjects of a good deal of cheap wit, owing to our necessary relationship with so large a number of female teachers. As Mark Twain would say, it is all well enough for the first two or three hundred thousand times, but after that it begins to grow monotonous."

ONE OF AGASSIZ'S LAST LETTERS.

There is something peculiarly touching in the following letter from the late Professor Agassiz. It was written in November last to a friend in London, and its allusion to his latest educational work will be read with a degree of interest which will be none the less because it will be tinged by sorrow for his loss. He wrote:

MUSEUM OF COMPARATIVE ZOOLOGY, CAMBRIDGE, Mass., Nov. 26, 1873.

A feeling of despondency comes over me when I see how long a time has elapsed since I received your last letter, which at the time I meant to answer immediately. With returning health, I have found the most frightful amount of neglected work to bring up to date, with the addition of a new institution to organize. I have given myself up to the task with all the energy of which I am capable, and have made a splendid success of the Anderson school, which cannot fail henceforth to have a powerful influence upon the progress of science in the United States. But this has driven out everything else, and I should have neglected even the museum had not a constant appeal to my attention arisen from the close connection in which the Anderson school stands to the museum, of which it is, as it were, the educational branch. So school and museum have made gigantic strides, side by side; but I am down again. At least, I feel unable to exert myself as usual, and such a feeling in the beginning of the working season is disheartening. When I last wrote, I had strong hopes of an easy summer with my family, and confidently expected to be able to pass the greater part of the winter in Europe, and to have prepared the volume on Selachians of the "Poissons Fossiles" for a new edition, or, rather, an English work on the subject. Now that hope is gone; the immense accession to our museum make even the progress of the coal fishes from Iowa slow and almost hopeless. With 22 assistants and 14 sub-assistants in the museum, I have my hands full with administrative duties and responsibilities, and science and friends suffer.

Ever truly your friend, L. AGASSIZ.

DAVIES' PRIMARY ARITHMETIC. New York: A. S. Barnes & Co.—Arithmetic must be studied to be learned. There is no getting over this primary rule. All that can be done to aid the learner and relieve the teacher from the use of the often-needed *à propos* is simplicity of explanation, careful arrangement of parts and good and progressive examples. In all of these points this arithmetic seems admirably adapted for the young beginners, and a marked contrast to the tangled web of rules through which the earlier generation had to force their way.

A NEW GRADED SERIES: THE AMERICAN EDUCATIONAL READERS—FIRST READER. Ivison, Blakeman, Taylor & Co.—Educational Books present a different aspect to the father whose children are just commencing study, and the unencumbered man. The dryness of the primary books by which the keys of knowledge are to be gained becomes suddenly interesting. Looking back to the laborious means by which he gained them and forward to the teaching he must give in aid of the school, anything which renders the path easier for the little feet is most acceptable. To-day the improved school books are legion, and an examination of the Series and the book at the head of this show the great advance in the new methods. If the book has a fault it is in its too profuse illustrations, which are apt to enable a boy of good memory to avoid the work of spelling and to distract the attention of an imaginative child.

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